
ENGLISH
A
A
ONLINE

24/01/2026


Wifi Router
Desktop computer
Smart phone
laptop
Digital camera
Freezer /fridge
tv
Gaming console
calculator
Microwave oven
Air conditioner
Printer
Robot
Radio
Technology Items
Tuesday, October 15, 2024


1
2
3
4
Before you begin . . .
How tech savvy are you? How do you use technology in your everyday life? Are you planning on buying any new electronic devices or gadgets soon?

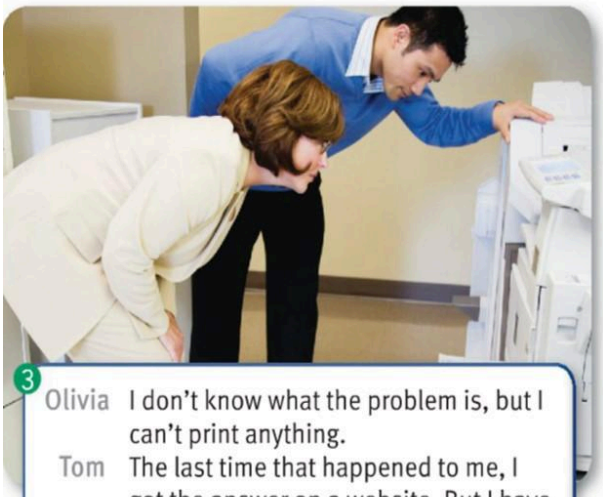
Lesson A Tech support



1
Sean My computer won't turn on. Do you know what the problem is?
Mark I wonder if there's something wrong with your power cord.
Sue Mine did that, and I called tech support. But I can't remember what they said.



2
Pam There's something wrong with my tablet. It keeps freezing up. I have no idea why it's doing that.
Sally Do you know if the battery's charged?
Peter I wonder if you have a virus. Try running your antivirus software.



3 Olivia I don't know what the problem is, but I can't print anything.
Tom The last time that happened to me, I got the answer on a website. But I have no idea which site I used.



4 Cara I can't get on the Internet. Do you know what I should do?
Anita I wonder if you accidentally turned off the wireless connection. Let me see.

1 Getting started

A What kinds of problems do people have with their computers? Make a class list.

B 3.19 Listen. What problems are the people above having? What do their friends suggest?

Figure it out **C** How do the people say the things below in one sentence? Write what they actually say. Then compare with a partner.

1. Sean What's the problem? Do you know? Do you know what the problem is?
2. Sally Is the battery charged? Do you know? Do you know if the battery's charged?
3. Tom Which site did I use? I have no idea. I have no idea which site I used.
4. Anita Did you accidentally turn the wireless connection off? I wonder. I wonder if you accidentally turned off the wireless connection

2 Grammar Questions within sentences 3.20

Extra practice p. 148

Direct questions	Questions within questions	Questions within statements
What's the problem?	Do you know **what the problem is**?	I don't know **what the problem is.**
Which site did you use?	Can you remember **which site you used**?	I have no idea **which site I used.**
What should we do?	Do you know **what we should do**?	I know **what we should do.**
Why is it doing that?	Do you have any idea **why it's doing that**?	I have no idea **why it's doing that.**
Is the battery charged?	Do you know **if* the battery is** charged?	I wonder **if* the battery is charged.**

Use **if for **yes-no** questions.*

Notice the word order: What **is the problem**?

Do you know what **the problem is**?

Common errors

Don't use question word order for a question within a question or statement.

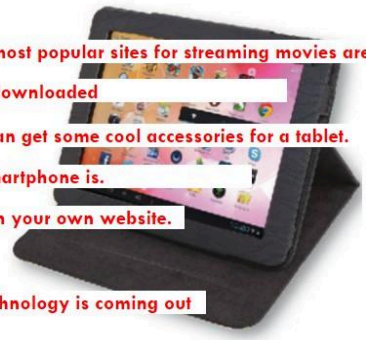
*I know what **you can do.***
*Do you know what **you need to do**?*
(NOT *I know ~~what can you do.~~*
Do you know ~~what do you need to do~~?)

A Rewrite these sentences. Start with the expressions given.

(NOT *I know ~~what can you do.~~*
Do you know ~~what do you need to do~~?)

A Rewrite these sentences. Start with the expressions given.

1. Are there any useful new apps for students? *Do you know . . .*
   Do you know if there are any useful new apps for students?
2. What are the most popular sites for streaming movies? *I wonder* what the most popular sites for streaming movies are
3. Which song did you last download? *Can you remember* which song you last downloaded
4. Where can I get some cool accessories for a tablet? *Do you know* where I can get some cool accessories for a tablet.
5. What's the most popular smartphone? *Do you know* what the most popular smartphone is.
6. How do you design your own website? *Do you have any idea* how you design your own website.
7. Will the price of tablets come down? *I wonder* if the price of tablets come down.
8. What new technology is coming out? *Do you have any idea* what the new technology is coming out



B **Pair work** Start conversations using the sentences above. How tech savvy are you?

*A **Do you know if there are any useful new apps for students?***
*B **Well, I don't know if they're new, but you can get some good grammar apps.***

26/01/2026

3 Speaking and listening What do you know about the Internet?

A 3.21 **Pair work** Discuss the questions. Can you guess the answers? Then listen to a conversation about the Internet. Write the answers you hear.

1. Do you know when the public first used the World Wide Web? 1991
2. Can you find out what the first webcam filmed? It was used to monitor a coffee pot.
3. Do you know what the most popular online activities Online banking, shopping, and searching for jobs.
4. Can you guess how many new blogs people add to the Internet each day? More than 175,000
5. Do you know what the first email spam advertised? computers
6. Do you know what the three most common languages on the Internet are? English, Chinese,Spanish

B 3.21 **Listen again. Write one more piece of information about the answer to each question. Then compare your answers with a partner.**

C **Pair work** Student A: Read one of the answers to the questions above. Student B: Can you remember what the question is without looking at your book? Take turns.

Lesson B How things work

1 Building language

A 3.22 **Listen. What problem is Ken having? Practice the conversation.**

Ken Pedro, do you know how to get this game controller to work? I read the instructions, but I can't figure out how to do it.
Pedro Let's see. You have to turn it on first. Did you put the batteries in?
Ken Yeah. I turned the controller on — see? But the box won't work.
Pedro Oh, OK. Well, did you plug it in? Oh, yeah, you did. Oh wait, I think you need to hook up another cable. Do you know where the blue cable is?
Ken Yeah, it's here. Do you know where to plug it in?
Pedro Yes. It goes here.
Ken Thanks. Now, can you show me how to set this game up?
Pedro OK, hand me the controller. Let me show you what to do.



Figure it out **B** Circle the two correct choices in each question. Then ask and answer the questions with a partner.

1. Can you **set up a game** / **set a game up** / **a game set up**?
2. If you have a game controller, can you **hook it up** / **hook up it** / **hook the box up**?
3. If there's a problem, do you know **what you do** / **what to do** / **to do**?
4. Can you show someone **how to use** / **how you use** / **to use** a game controller?

2 Grammar Separable phrasal verbs; *how to*, etc. 3.23

Extra practice p. 148

Separable phrasal verbs with objects

How do you
- **turn on** the game controller?
- **turn** the game controller **on**?
- **turn** it **on**? (NOT ~~**turn on it**~~?)

Question word + *to* + verb

Let me show you **what to do**.
Can you show me **how to turn** it **on**?
Do you know **where to plug** it **in**?

Separable phrasal verbs with objects

How do you
- **turn on** the game controller?
- **turn** the game controller **on**?
- **turn** it **on**? (NOT ~~**turn on it**~~?)

Question word + *to* + verb

Let me show you **what to do**.
Can you show me **how to turn** it **on**?
Do you know **where to plug** it **in**?

A Write A's sentences in two ways using the words given. Complete B's responses.

1. A Do you know how *to turn on the TV / to turn the TV on* ? (the TV / turn on)
   B Yeah. You need to *turn it on* with this remote – not that one.
2. A Do you know how **to turn off this computer** / **to turn this computer off** is computer / turn off)
   B Oh, you can **turn it off** here.
3. A I can't see where **to plug in these headphones.** / **to plug these headphones in.** ese headphones / plug in)
   B Huh. I'm not sure where **to plug them in**, either. I think they go here.
4. A I don't know how **to turn down the volume** / **to turn down the volume** (the volume / turn down)
   B Here. I can show you how **to turn it down**. It's easy. Look.
5. A I can't figure out how **to turn up the air conditioning** . (the air conditioning / turn up)
   B I have no idea how **to turn it up** either. Oh, you need to use the remote. Here – see?

3 Speaking naturally Linking consonants and vowels

I'm not sure how to turn it on. I don't know where to plug it in.

A 3.24 **Listen and repeat the sentences above. Notice how the consonants are linked to the vowels. Then practice Exercise 2 on page 88 again with a new partner.**

B 3.25 **Listen and complete the sentences you hear. Then imagine you have a new tablet. Take turns asking and answering the questions with a partner.**

1. Can you show me how to _plug it in_ ?
2. Now tell me how to _turn it on_ .
3. Can you _hook it up_ to speakers?
4. Can you show me how to _turn it up_ ?

4 Building vocabulary

A **Match the pictures with the sentences. Then compare with a partner. Say what's happening in each picture.**

"He's hooking up his game system to the TV."



a. Put them away.
✓ b. Hook it up.
c. Look it up.
d. Pick it up.
e. Put it down.
f. Print it out.
g. Put them on.
h. Take them off.
i. Take it apart.
j. Throw it away.
k. Turn it down.
l. Turn it up.

30/01/2026

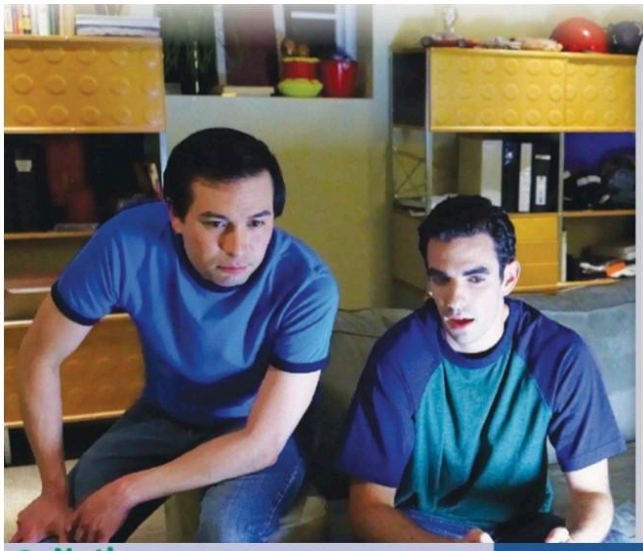
2 Word builder Find the meaning of the phrasal verbs in the sentences below. Think of a situation for each one, and write conversations.

1. A Can you drive me to the mall?
   B Sure. What time should I **pick** you **up**?
2. A Do you like this jacket?
   B It's a nice color. Why don't you **try** it **on**?
3. A I just bought this tablet, and it doesn't work.
   B **Take** it **back** to the store.
4. A Hi, do you have a minute to talk?
   B Can I **call** you **back** tonight? I'm late.
5. A The garbage smells?
   B OK. I'd better **take** it **out** right now.
6. A I just bought a new audio system.
   B I'll show you how to **put** it **together**.

1 Complete the conversations. Use the sentences in the box.

I'll look it up.	✓ I'll turn it down.	Then I'd take them off.
I'll print it out.	I'll turn it up.	You can put them away in the closet.

1. A The music's too loud.
   B *I'll turn it down.*
2. A I don't know what to do with these boxes.
   B You can put them away in the closet.
3. A What does this word mean?
   B I'll look it up.
4. A I need a copy of that document.
   B I'll print it out .
5. A I can't hear the radio.
   B I'll turn it up
6. A I think I'm allergic to these earrings.
   B Then I'd take them off.



Hugo I'd get tired of playing that game by myself.

Greg Actually, I'm playing with two other guys. See? Starship and Bronco. We play together all the time. They're kind of like friends.

Hugo I don't know. You don't even know their real names. You know?

Greg That's true. It's still fun, though. We're like a team. You know what I mean?

Hugo Maybe. On the other hand, they're not *real* friends. I mean, you don't know anything about them. You know what I'm saying?

Greg Yeah. I know what you mean, but you don't have to *know* people to enjoy doing stuff with them.

Hugo Hmm. I'm not so sure. Don't you think it's

ay?

C Notice **how Hugo and Greg give different opinions. They use expressions like these. Find examples in the conversation.**

I know what you mean, but . . .
That's true. (You) . . . , though.
Maybe. On the other hand, . . .
I don't know. / I'm not (so) sure. Don't you think . . . ?

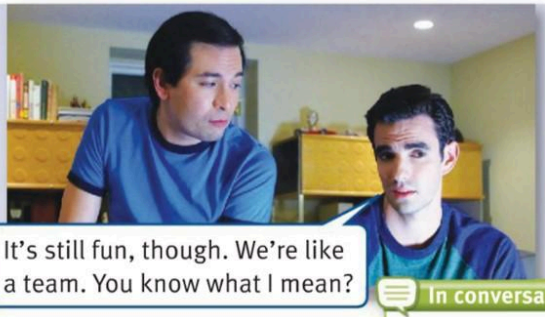
D Pair work **Respond to each comment by giving a different opinion. Then practice with a partner. Can you continue the conversations?**

1. A Playing all those online games is a waste of time.
   B Maybe. On the other hand, They are fun. I don't know why people dislike them so much. .
2. A I spend hours on my social networking site. It's a great way to keep in touch with people.
   B I don't know. Don't you think It's nice just to call people or meet them to catch up?
3. A I never call anyone anymore; I just text. Then you don't have to make all that small talk!
   B That's true. I think small talk is good sometimes though. It makes you feel closer to people, I think , though.
4. A I hardly ever turn my cell phone off — even at night. I hate missing calls.
   B I know what you mean, but Not every call is important. Sometimes I like to turn it off. .

2 Strategy plus *You know what I mean?*

When you want someone to agree with you, you can use expressions like these.

You know what I mean?
You know?
You know what I'm saying?



In conversation

You know what I mean? is the most common five-word expression. It is five times more frequent than ***You know what I'm saying?***

Pair work **Circle the best sentences to complete the comments. Then take turns saying each comment. Respond to your partner with a different opinion.**

02/02/2026

Pair work Circle the best sentences to complete the comments. Then take turns saying each comment. Respond to your partner with a different opinion.

1. It seems to me that every student should have a laptop in school. **Kids need to know how to use them.** / **They can be distracting.** You know what I'm saying?
2. I don't think you can listen to music and study at the same time. **Music helps you concentrate.** / **You can't concentrate with music on.** You know?
3. They should ban cell phones from restaurants. People take business calls and everything. **It's important to be able to take business calls.** / **It's really annoying.** You know what I mean?
4. I guess we won't need books much in the future. Everything is online now. **We use the Internet for most things.** / **Books will always be more popular.** You know?

A It seems to me that every student should have a laptop in school. Kids need to know how to use them. You know what I'm saying?

B But on the other hand, they can be distracting. You know what I mean?

You know what I mean? is the most common five-word expression. It is five times more frequent than ***You know what I'm saying?***

You know what I mean?

You know what I'm saying?

3 Listening and strategies Technology matters

A 3.27 **Listen to Karin and Sam. How would Karin answer these questions?**

1. Do you know what to do when a computer freezes up?
2. What's one of the nice things about using technology?
3. How can technology help you be flexible?
4. Does it bother you if a friend you're with is always texting someone else?
5. What's one thing that annoys you about technology?



About you **B** 3.28 **Listen again to three of Sam's opinions. Do you agree or disagree? Write responses.**

1. _____
2. _____
3. _____

06/02/2026

Lesson D Identity theft

1 Reading

A What is identity theft? What can happen when someone steals your identity?

B Read the magazine article. What scams does it describe? How do they work?

Reading tip

If you don't understand words in the title of an article, read the first paragraph. It often explains the title.





SAVVY AND SAFE

Most people know how to stay safe in the city: Don't walk alone after dark, hold onto your bag on crowded subways, and only ride in registered cabs. However, many people are not so savvy when it comes to staying safe on the Internet and don't know what to look for. Identity theft – when thieves steal your personal information and use your identity to open bank or credit card accounts or take out home loans in your name – is on the rise. In some cases, thieves charge thousands of dollars to credit cards, empty bank accounts, and can ruin your credit. Criminals are getting better at cheating you out of your money. What's worse is that they sometimes do it with your help. To avoid becoming a victim of an Internet scam, know what to look for.

DON'T BE THE VICTIM OF A SCAM

The friend in need scam Have you ever received an email from a friend who is overseas and urgently needs you to send money? Emma Park did, and it cost her $2,000. Emma, 22, from Chicago, was the victim of a scam. Somebody hacked into her friend's email account and sent urgent messages to everyone in the contacts list. Emma didn't even think of calling her friend to check if the email really was from him. She sent the money, and by the time she realized it was a scam, it was too late. Emma never got her money back.

DON'T send money to anyone if you get an email like this.
DO contact your friend to ask if there is a problem.

Information-request scam Your bank sends an email saying it has lost customer data. It asks you to send your bank account details, including your full password and PIN[1]. At least the email *looks* as if it's from your bank. It has their logo and looks official.

DON'T reply! Banks and credit card companies *never* ask for your full password or PIN in this way.
DO check the spelling and grammar. If there are mistakes, the email is probably a scam.

The "make money fast" chain email scam Someone sends you an email with a list of names. It asks you to send a small amount of money to the person at the top of the list, delete that name, and add your name to the bottom. The email explains that when your name gets to the top of the list, you'll receive a lot of money. You might even become a millionaire! Usually, however, the scammer's name stays at the top of the list, so he or she gets all the money.

DON'T forward the email. Sending this type of chain email is not only expensive, but it's also illegal.

small amount of money to the person at the top of the list, delete that name, and add your name to the bottom. The email explains that when your name gets to the top of the list, you'll receive a lot of money. You might even become a millionaire! Usually, however, the scammer's name stays at the top of the list, so he or she gets all the money.

DON'T forward the email. Sending this type of chain email is not only expensive, but it's also illegal.
DO block the sender, and block any emails that come from names you don't recognize.

Being savvy about scams is the best way to stay safe. If something seems a little strange, it probably is. Don't fall for it.

1. *PIN*: Personal Identification Number

C Are these sentences true or false according to the article? Write *T* or *F*.

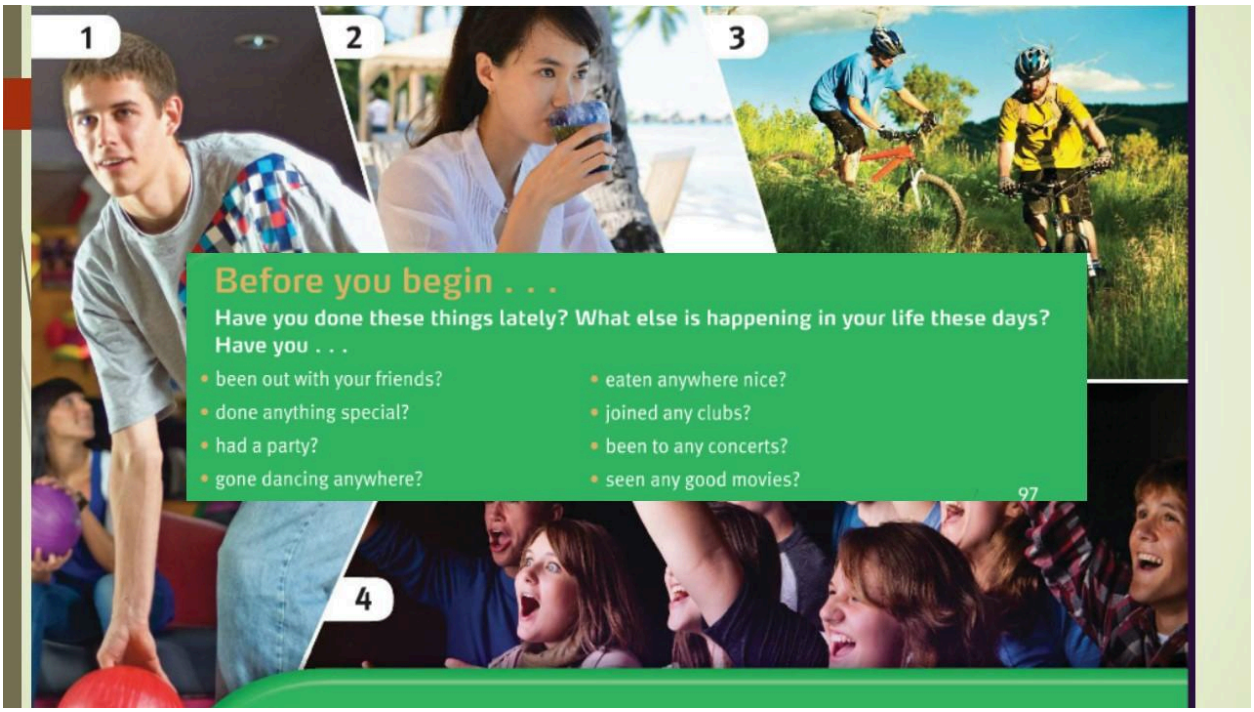
1. Most people know how to recognize scams on the Internet. F
2. Identity theft is increasing. T
3. Emma lost $2,000 of her own money. T
4. Emma sent money to a friend who was traveling overseas. F
5. Your bank may ask you for your password if they lose it. F
6. Your name will never get to the top of the list in the chain email. T

About you

D Pair work Discuss the questions.

1. Have you or people you know received emails like the ones in the article?
2. How often do you get emails from people you don't know? What do you do with them?
3. How do you keep your personal information safe online?
4. What other scams have you heard about?

09/02/2026


1
2
3
4
Before you begin . . .
Have you done these things lately? What else is happening in your life these days?
Have you . . .
• been out with your friends?
• done anything special?
• had a party?
• gone dancing anywhere?
• eaten anywhere nice?
• joined any clubs?
• been to any concerts?
• seen any good movies?
97

Lesson A Catching up



1
Bob So, what have you been doing since I saw you last?
Lois Working. That's pretty much it. I haven't been out in months. What about you?
Bob Same here. I've been working late every night. Uh . . . do you have time to grab a bite to eat?



2
Maya I haven't seen you in ages! What have you been up to?
Gail Well, you won't believe it, but I've been seeing a guy from work. We've gone out three or four times now, so I guess it's getting serious.



3
Will What have you been up to recently? I haven't seen you at the gym.
Diane Well, I've been going to a pottery class since September.
Will Pottery . . . really! So, what kind of things do you make?
Diane So far I've made eight vases and two bowls. Here's something I just made.



4
Luis Hey, good to see you. I see you're still doing karate.
Ahmad Oh, yeah.
Luis How long have you been doing that? About three years?
Ahmad Actually, for nine years now.
Luis Wow! That's impressive.

1 Getting started

A What kinds of things do people talk about when they are catching up with friends? Make a list.

B 4.01 Listen. What topics do the people above talk about? Were the topics on your list?

Figure it out **C** Circle the correct words to complete the sentences.

1. Bob has been **working** / **worked** late every night recently.
2. Ahmad has been doing karate **since** / **for** nine years.
3. Diane's been going to a pottery class **since** / **for** September.
4. Maya hasn't seen Gail **in** / **since** ages.

2 Grammar Present perfect continuous vs. present perfect 4.02

Extra practice p. 149

Use the present perfect continuous for an ongoing or repeated activity that started before now and continues into the present.

What **have** you **been doing** lately?
I'**ve been going** to a pottery class.
Who **has** she **been seeing**?
She's **been seeing** a guy from work.

Use the present perfect to show the results of an activity or how many times it has happened.

What things **have** you **made** so far?
I'**ve made** eight vases and two bowls.
How many times **have** they **gone out** together?
They'**ve been** out three or four times.

***Since*, *for*, and *in* for duration**

Use *since* with points in time.

I've been going to a pottery class **since** September.
What have you been doing **since** I saw you last?

Use *for* and *in* with periods of time, but use *in* only in negative statements.

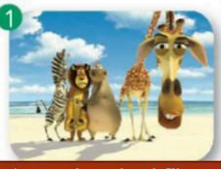
He's been doing karate **for** nine years. (NOT . . . ~~since nine years.~~)
I haven't been out to eat **in** months.

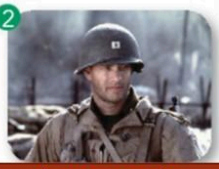
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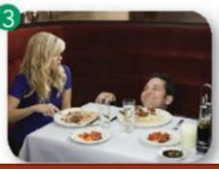
Lesson B Movies

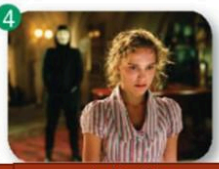
1 Building vocabulary

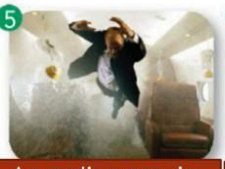
A What kinds of movies are these? Label the pictures with the words in the box. Add other kinds of movies to the list. Which ones do you like? Which do you never watch?

1 
An animated film

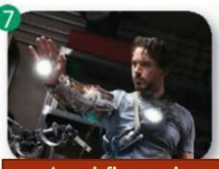
2 
A war movie

3 
A romantic comedy

4 
A thriller

5 
An action movie

6 
A horror movie

7 
A sci-fi movie

8 
A musical

an action movie
an animated film
a horror movie
a musical
a (romantic) comedy
a science-fiction movie
a thriller
a war movie

B 4.05 What kind of movie is each person talking about? Complete the descriptions with a type of movie. Then listen and check your answers.

1 It's a romantic comedy. **It's about** these two people who **fall in love** over the Internet. It's a great **love story**, and it's **funny**, too.

2 It's a new An action movie **set in** ancient China. Michelle Yeoh is in it. The **stunts** and the kung-fu **fight scenes** are amazing. It's kind of **violent**, though.

3 I just saw this horror movie. A family moves into an old house, and they find a **monster** living in the attic. It was so **scary** that I couldn't watch most of it.

4 It's a musical that **takes place** in Delhi. So, it's in Hindi, but it's **subtitled**. The **costumes**, the dancing, and the music are just wonderful.

5 It's a thriller. Matt Damon **plays** a spy who can't remember who he is. It was so exciting. I couldn't stand the **suspense**.

6 It's about **aliens** who come to take over the earth. It's a classic Sci-fi. The **special effects** are incredible.

7 I saw this War film about two soldiers who are brothers. It's a **true story** with a really **sad ending**. I cried a lot. It's a real **tearjerker**.

8 We saw this **hilarious** movie. It's one of those animated for both kids and adults. Eddie Murphy is the voice of one of the **cartoon characters**.

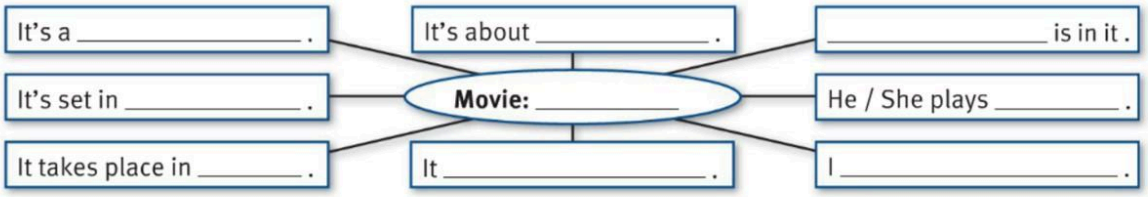
5 It's a _____ . Matt Damon **plays** a spy who can't remember who he is. It was so exciting. I couldn't stand the **suspense**.

6 It's about **aliens** who come to take over the earth. It's a classic _____ . The **special effects** are incredible.

7 I saw this _____ about two soldiers who are brothers. It's a **true story** with a really **sad ending**. I cried a lot. It's a real **tearjerker**.

8 We saw this **hilarious** movie. It's one of those _____ for both kids and adults. Eddie Murphy is the voice of one of the **cartoon characters**.

Word sort **C** **Make a word web about a movie. Use the words in bold. Then describe it to a partner.**



Vocabulary notebook p. 106

16/02/2026

Figure it out **B** **Write the name of a movie you've seen in A's question, and circle the correct word in each response. Then work with a partner. Take turns asking your questions and giving true answers.**

A I recently saw _____. Have you seen it?
B You know, I **already** / **still** / **yet** haven't seen that movie.
C Actually, I haven't seen that movie **already** / **still** / **yet** either.
D Yeah. I've **already** / **still** / **yet** seen it.

3 Grammar *already, still,* and *yet* with present perfect 4.07

Extra practice p. 149

Have you seen *Funny Guy* **yet**?	= *I imagine you're planning to see it.*
Yes, I've **already** seen it. / Yes, I've seen it **already**.	= *I saw it earlier.*
No, I haven't seen it **yet**. / No, not **yet**.	= *I haven't seen it, but I plan to.*
No, I **still** haven't seen it.	= *I've wanted to see it for weeks, but I haven't yet.*

In conversation

3 Grammar *already, still,* and *yet* with present perfect 4.07

Extra practice p. 149

Have you seen *Funny Guy* **yet**?	= *I imagine you're planning to see it.*
Yes, I've **already** seen it. / Yes, I've seen it **already**.	= *I saw it earlier.*
No, I haven't seen it **yet**. / No, not **yet**.	= *I haven't seen it, but I plan to.*
No, I **still** haven't seen it.	= *I've wanted to see it for weeks, but I haven't yet.*

In conversation

With this meaning of ***yet***, about 83 percent of its uses are in negative statements and about 17 percent are in questions.

A **Complete the conversations. Add *already*, *still*, or *yet*. Then practice with a partner.**

1. A There's a new comedy out. Have you seen it _____?
   B Oh, the Ben Stiller movie? Yeah, I've _____ seen it. It was hilarious. Have *you* seen it _____?
   A No, I haven't, not _____. I'd like to, though.
2. A Have you seen the latest James Bond movie _____?
   B No. I haven't had a chance _____. Actually, I _____ haven't seen the last one.
3. A So, do you want to go see a movie later?
   B I don't know. I've _____ seen most of the movies that are out now.
   A Really? I _____ haven't seen any of them.

22/02/2026

A What kinds of favors might you ask a teacher for? Make a class list.

B 4.08 Listen. What favor does Jake ask his professor? Does his professor agree?



Jake Excuse me, Professor Carlton. I was wondering if I could ask you something.

Professor Sure. Let me just finish up here. All right. So, what can I do for you?

Jake Well, I wanted to ask a favor, actually.

Professor OK.

Jake I was wondering if you could write a reference for me. I've been applying for jobs and . . .

Professor Sure. Do you have the information I need?

Jake Um, yes. But not with me. Um, would it be all right if I brought it tomorrow?

Professor All right. As long as you come late afternoon. I have classes all morning. When do you need it by?

Jake Well, I know it's short notice, but would it be OK if I picked it up next Monday?

Professor OK. Sure. So, was that all? All right, well, see you tomorrow!

C Notice the expressions Jake uses to ask for a favor politely. These expressions are useful in formal situations or if you are asking someone for a big favor. Find examples in the conversation.

I was wondering . . .
I was wondering if I / you could . . .
I wanted to . . .
Would it be all right / OK with you if I (picked it up / came back, etc.) . . . ?

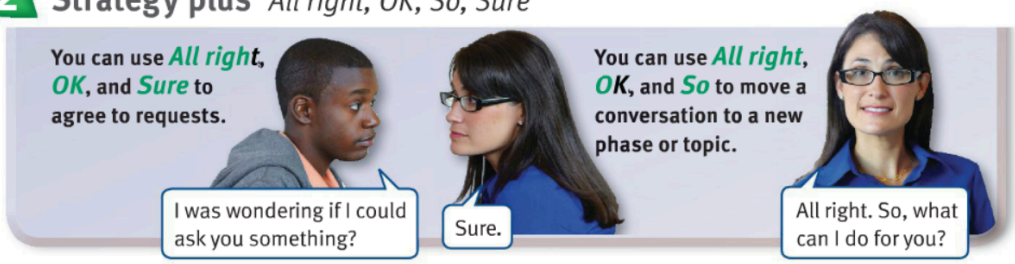
D Complete the favors below with expressions from the box above. Then match each favor with an explanation. Write the letters *a* to *f*.

1. *I was wondering if I could* miss the next class. *d*
2. _____ get help with my homework. ____
3. _____ write me a letter of recommendation. ____
4. _____ get an extension on my paper. ____
5. _____ took some more practice tests? ____
6. _____ stayed after class to talk about my college applications? ____

a. I'm applying for a job in a hospital.
b. I need some advice about the application essays.
c. I need a little more time to complete it.
d. I have to retake a math test that day.
e. I don't understand the calculus problems.
f. I want to improve my test-taking skills.

E **Pair work** Take turns playing the roles of a student and a professor. Ask and respond to the favors above.

2 Strategy plus *All right, OK, So, Sure*



4.09 **Listen. Write the missing words. Is the speaker agreeing to a request (*A*), showing understanding (*U*), or moving the conversation along (*M*)? Then practice.**

In conversation

People also respond with just *Right* to show they understand or agree.

4.09 **Listen. Write the missing words. Is the speaker agreeing to a request (*A*), showing understanding (*U*), or moving the conversation along (*M*)? Then practice.**

In conversation

People also respond with just *Right* to show they understand or agree.

A I was wondering if you had a few minutes to talk.

B *Sure (A)* . Actually, I have time now before my next class. Do you want to grab a cup of coffee?

A _____ . Let's go to that place across the street.

B _____ . Let's walk over there. . . . _____ , what's up?

A Well, I wanted to ask you for a favor actually.

B Oh, _____ . _____ , what do you need?

A Well, you know I'm going away on an exchange program for two weeks.

B _____ . I heard you're going to Brazil.

A Yeah. _____ , I was wondering if you could feed my snake.

B Um, _____ . Sure.

A Thank you so much. That's great. _____ , well, can I get you a coffee?



01/03/2026

A Make three guesses about the picture. Who do you think the people are? How old are they? Where are they?



Emma Hey, look. That girl over there must be graduating.

Lloyd From college? Are you kidding? She can't be more than 12. She can't be graduating, surely?

Emma Well, she's wearing a cap and gown.

Lloyd Huh. She must be a genius.

Emma Sure, but she must study a lot, too.

Lloyd Yeah, probably all the time. She can't have too many close friends here. I mean, she's so much younger than everyone.

Emma Well, the guy she's talking to might be one of her friends.

Lloyd He could be. Or he may be one of her professors.

Emma True. . . . Oh, look. Those must be her parents – the people with the cameras.

Lloyd Yeah. They must be feeling pretty proud.

B 4.12 Listen. Emma and Lloyd are speculating about the young girl. What guesses do they make?

Figure it out **C** Complete the second sentences so they mean the same as the first sentences. Use the conversation above to help you. There may be more than one correct answer.

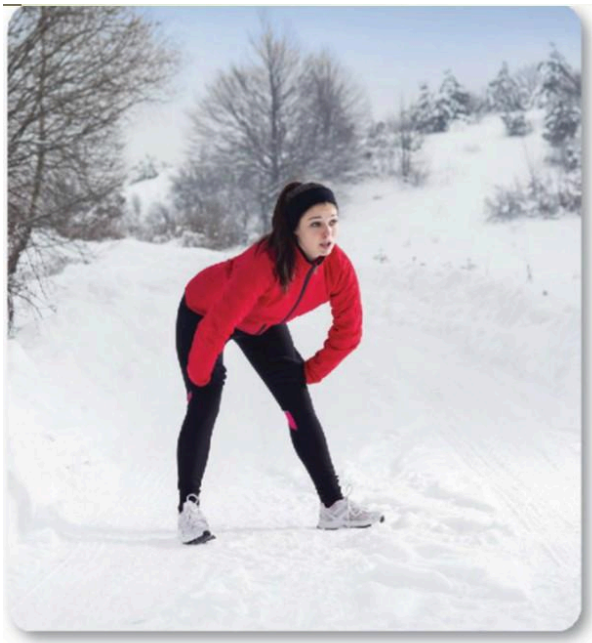
1. I'm sure that girl is smart. She _must_ smart.
2. I'm sure she isn't older than 12. She _Can't_ older than 12.
3. Maybe the guy she's talking to is her professor. The guy she's talking to _could be_ her professor.
4. I'm sure her parents are feeling proud. Her parents _must_ proud.

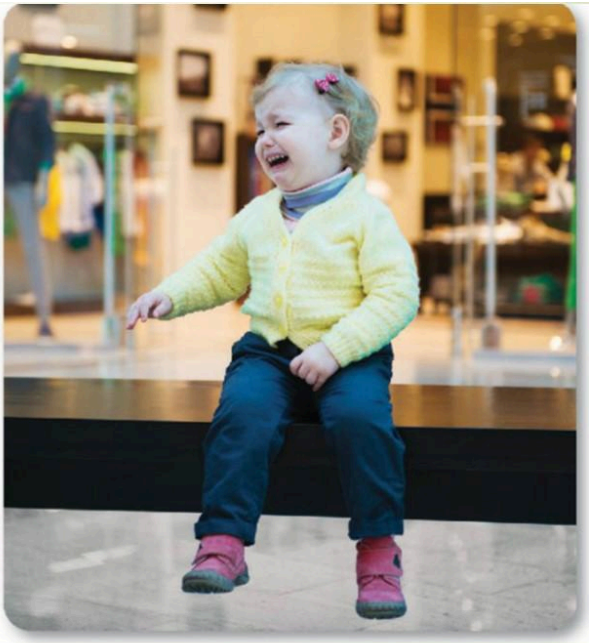
2 Speaking naturally Linking and deletion with *must*

Before a vowel sound and /h, l, r, w, y/	Before most consonant sounds
She must enjoy school.	*She mus(t) be a genius.*
She must have some friends who are her age.	*She mus(t) study all the time.*
She must live with her parents.	*She mus(t) feel lonely sometimes.*

A 4.13 Listen and repeat the sentences above. Practice linking the words as shown.

B Which of the speculations about the girl do you agree with? Can you add any more? Tell the class.





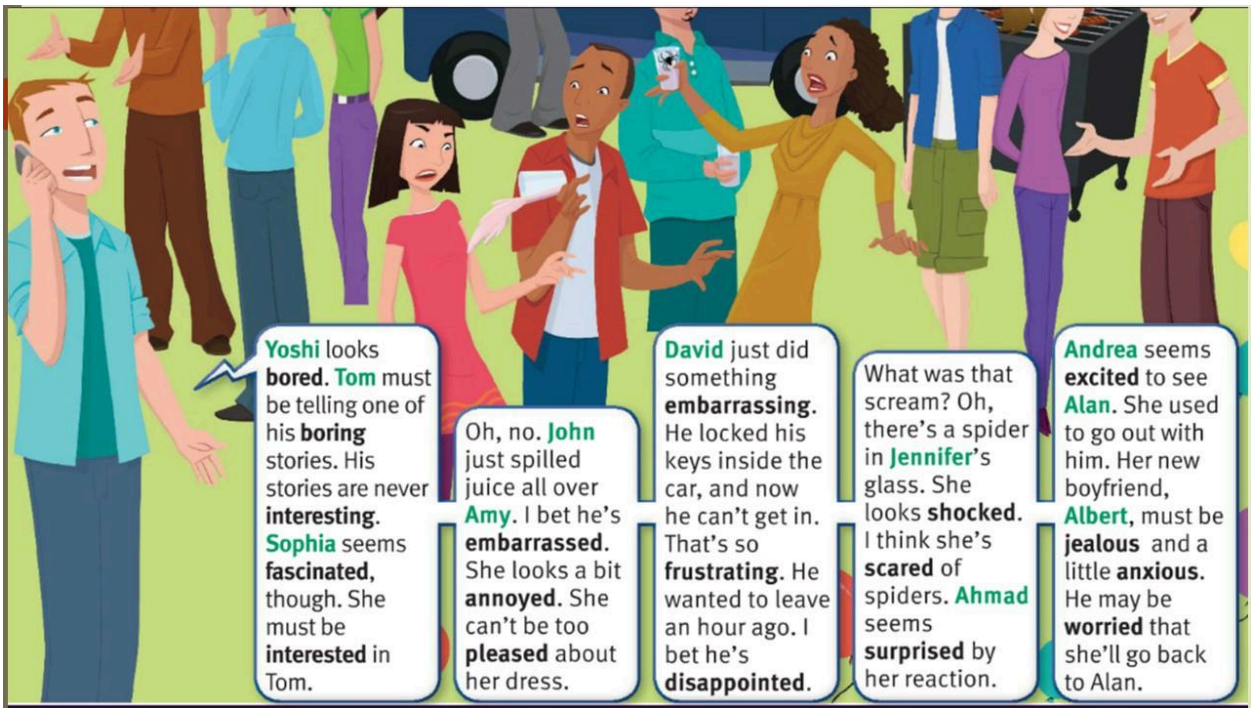
1. I'm 100 percent sure she's feeling cold.
   She must be feeling cold.
2. It's possible that she's training for a marathon.
   She could be training for a marathon.
3. I'm sure she's taking a break.
   She must be taking a break.
4. I'm sure she's exercising. She's not doing anything else.
   She must be exercising.
5. I think she's definitely crazy to run in the snow.
   She must be crazy to run in the snow.
6. Maybe she's trying to get in shape.
   She might be trying to get in shape.

1. Maybe she's lost.
   She might be lost
2. I bet her parents are looking for her.
   Her parents must be looking for her.
3. It's possible she's in trouble.
   She may be in trouble.
4. I bet she's scared. It's not possible she's on her own.
   She must be scared. She can't be on her own.
5. It's possible her mother is standing nearby.
   Her mother might be standing nearby.
6. Maybe she's throwing a tantrum.
   She could be throwing a tantrum.

B **Pair work** What other guesses can you make about each picture? Discuss with a partner. Explain your guesses.

"She must be pretty tough. It looks really cold."

08/03/2026



Word sort **B** Look at the things people say below. How are they feeling? Make guesses. Use the adjectives in bold above. Then compare with a partner.

1. "This movie's too long."
   He must be bored.

He must be worried/anxious.

He must be jealous/disappointed.

He must be pleased/ excited.

He must be fascinated.

He must be worried/anxious.

He must be embarrassed/surprised/annoyed.

ebook p. 116

Figure it out **C** Can you complete the sentences with the adjectives given? Compare with a partner.

1. Yoshi isn't interested in Tom's story. It's not an interesting story. (interesting, interested)
2. Sophia isn't bored . She doesn't think Tom's story is boring . (boring, bored)

2 Grammar Adjectives ending in *-ed* and *-ing* 4.16

Extra practice p. 150

Adjectives ending in *-ed* can describe how you feel about someone or something.

I'm **bored** with my job.
I'm **interested** in astronomy.
I get **annoyed** with my sister.
I'm **excited** about my vacation.
I'm **scared** of spiders.

Adjectives ending in *-ing* can describe someone or something.

My job is very **boring**.
I think astronomy is **interesting**.
She does a lot of **annoying** things.
My vacation is going to be **exciting**.
But: I think spiders are **scary**.

In conversation

Interesting, interested, amazing, scary, surprised, worried, scared, excited, exciting, and *boring* are all in the top 2,000 words.

Common errors

Don't confuse *boring* and *bored*.

*I often feel **bored** at work.*
(NOT *I often feel ~~boring~~ at work.*)

A Choose the correct words to complete the sentences.

1. I get really **frustrated** / **frustrating** when I call somewhere and they put me on hold. It's very **annoyed** / **annoying**.
2. We watched a really **bored** / **boring** TV show last night. I actually fell asleep.
3. I'm really **excited** / **exciting** about my trip. I'm going to Hong Kong.
4. It's really **embarrassed** / **embarrassing** when you forget someone's name.

A Choose the correct words to complete the sentences.

1. I get really **frustrated** / **frustrating** when I call somewhere and they put me on hold. It's very **annoyed** / **annoying**.
2. We watched a really **bored** / **boring** TV show last night. I actually fell asleep.
3. I'm really **excited** / **exciting** about my trip. I'm going to Hong Kong.
4. It's really **embarrassed** / **embarrassing** when you forget someone's name.
5. I get really **confused** / **confusing** when movie plots jump around.
6. I wasn't able to get tickets to see my favorite band. I was so **disappointed** / **disappointing**.
7. I heard something **surprised** / **surprising**. Coffee might actually be good for you.
8. We went whitewater rafting recently. It was **amazed** / **amazing**.
9. My sister forgot my birthday. I was **shocked** / **shocking**.
10. We went on a huge roller coaster last weekend. It was really **scared** / **scary**.
11. I think documentaries about space are really **fascinated** / **fascinating**.
12. All of my friends think golf is **interested** / **interesting** to watch. I have no idea why.

out you **B** **Pair work** Make the sentences above true for you. Tell your partner.

15/03/2026

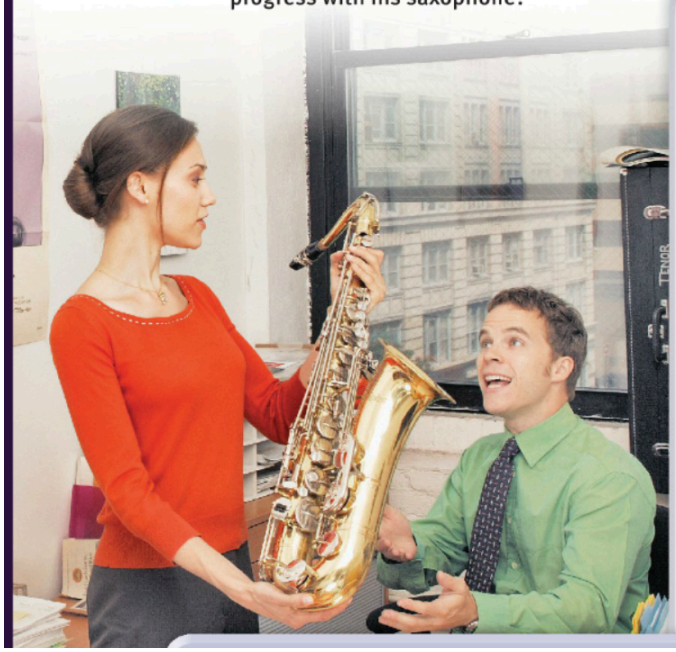
3 Talk about it Feelings

Group work Discuss the questions. Write down any interesting or unusual responses, and then tell the class.

- Do you know anyone who is annoying? Do you get annoyed with people often?
- What kinds of things do you find boring? Do get bored easily?
- Are you scared of things like spiders? heights? flying? What's most scary?
- What things make you feel anxious or worried? Do you worry a lot?
- Have you ever felt really disappointed? What happened?
- Are you excited about anything right now?
- What's the most exciting thing you've ever done?
- What subjects do you find fascinating? What are you most interested in?

"One of our neighbors is really annoying. He's always borrowing things."

B 4.17 Listen. Why hasn't Hal made much progress with his saxophone?



Debra Hey, what's this saxophone doing here?

Hal I have a lesson after work.

Debra So, how long have you been playing?

Hal Oh, a couple of years.

Debra You must be getting pretty good by now.

Hal I wish! I haven't made much progress lately.

Debra Huh. How come?

Hal Well, you see, I used to practice every morning. But then I started this job, and somehow I can't get myself to practice at night.

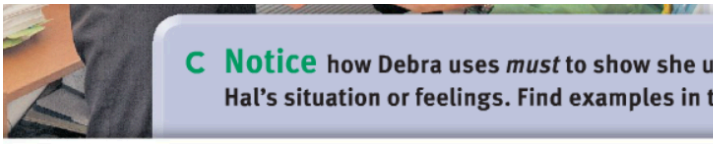
Debra Well, you must be tired after work.

Hal Yeah. But you know, I just joined a band.

Debra That must be fun.

Hal Yeah, it really is, and it keeps me motivated to practice. In fact, that's why I joined.

Debra I see. Well, let me know if your band performs anywhere. I want to hear you play!



C Notice how Debra uses *must* to show she understands Hal's situation or feelings. Find examples in the conversation.

"That must be fun."

D Think of two responses to each sentence. Use *That must be* and *You must be* and adjectives from the box. Then practice with a partner.

1. My computer keeps crashing.
   That must be annoying. You must be frustrated.
2. I've been taking archery lessons for two years now.
3. I just got a scholarship to a master's program in business.
4. I got up at 5:00 this morning to finish some work.
5. I'm taking an ethics class. It's tough, but I'm going to finish it.
6. I'm going skydiving next week.
7. I've finished all my work, so I'm leaving early today.
8. I'm reading a long report about data security.

annoying	hard
bored	interesting
boring	irritating
difficult	motivated
excited	nervous
exciting	nice
fascinating	pleased
frustrated	scary
fun	thrilled
good	tired
happy	

About you **E** **Pair work** Write five true sentences like the ones above. Take turns saying your sentences and reacting to them.

2 Strategy plus *You see* and *I see*

You can use *you see* to explain something that the other person might not know.



You can use *I see* to show you understand something that you didn't know earlier.

In conversation

I see and ***you see*** are in the top 900 words and expressions.

27/03/2026

B Read the article. How does El Sistema benefit young people?

EL SISTEMA

Venezuela has a revolutionary and inspiring music education program, which aims to improve the lives of disadvantaged children and their families. *El Sistema* – meaning "the system" – is a total-immersion[1] program that brings children together to play music every day. Preschool children sit on their mothers' knees to sing, play rhythm games, or play with paper instruments that they make themselves. At age five, children start to play a real instrument, which is a thrilling experience for them. As soon as the children are good enough, they teach the younger ones. The program is highly successful. By high school, students are tackling some of the most difficult pieces of classical music. However, the program is demanding, and participants need to be committed; they practice after school every day and on weekends.



There are now some 500 or so orchestras throughout the country, some of which perform internationally. Many of the young musicians have even become professionals. El Sistema graduates include conductors of the Venice Opera and Los Angeles Philharmonic and the Berlin Philharmonic's youngest player ever. According to British conductor Sir Simon Rattle, "There is nothing more important in the world of music than what is happening in Venezuela." These young musicians must surely be motivating role models[2] for other young people in their home country.

However, music wasn't the primary goal when the program began in 1975 with just 11 students in a garage. El Sistema's founder, José Antonio Abreu, was interested in "human development," or social action through music. Abreu's slogan, "*Tocar y Luchar*," (Play and Struggle) describes his hope that learning and playing music together helps children overcome academic, social, and economic obstacles. "If you put a violin in a child's hands, that child will never hold a gun," he is quoted as saying. Interestingly, 90 percent of the program's funding comes from social service agencies rather than cultural organizations. Since 1975, El Sistema has made an amazing difference in many lives. Two million graduates have become skilled musicians, and according to Abreu, they are resilient, flourishing citizens, as well. More than 25 countries, including the United States, Austria, and India, have since copied El Sistema's groundbreaking[3] model[4].

1 *total-immersion*: constant involvement in an activity
2 *role model*: someone that other people respect and copy
3 *groundbreaking*: completely new
4 *model*: type of program

C Read six people's comments about El Sistema. Are their impressions correct? Write *Yes* or *No*. Find evidence in the article to support your answer.

1. A program like that can't really work. I mean, they can't teach them to play advanced pieces. No
2. The children must spend hours practicing. Yes
3. Sir Simon Rattle must be really impressed with the program. Yes
4. Some of the students may come from wealthy families. No
5. They must get a lot of their money from arts and music organizations. No
6. Programs like that can't work in other countries, though. No

2 Listening and speaking People making a difference

A Look at the people and the organizations they are involved with. Can you guess what the organizations do?



Janine Licare



Arn Chorn-Pond



Ardena Gojani

1. **Kids Saving the Rainforest**
   plant trees, have an animal center for sick animals, have kids camp and library.
2. **Cambodian Living Arts**
   Preserve traditional combodian music, help young combodian learn about musical traditions, organize concerts
3. **The International Book Project**
   Send books to people all around the world, get U.S students tp work with overseas communities, build libraries.

B 4.19 Listen to three conversations about the people and organizations above. Write three things each organization does. Were your guesses correct?

C 4.19 Listen again. How does each student plan to get involved with the organization? Take notes. Tell the class which program you would choose to get involved in.

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13/04/2026
17/04/2026